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ABSTRACT

This annotated bibliography consists of 76 entries dated 1975 through 1988, describing publications in the area of distance education and the Native learner. The bibliography represents one phase of a project entitled "Native Priorities for Distance Education," with the goal being the participation of Native peoples in the planning and implementation of distance education for Native communities in Northwestern Ontario. The emphasis of the coverage is the cultural aspects in designing distance education programs for Native learners. The information is divided into four categories: (1) community involvement and self-determination; (2) learning styles and teaching strategies; (3) distance education and use of technology; and (4) existing programs. The entries include journal articles, workshop reports, organization reports, dissertations, books, and conference presentations. Each entry includes author, title, publisher, publication date and an annotation. The information is not considered exhaustive and it is intended that the development of this bibliography will be an on-going project. (LP)

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The Native Learner and Distance Education: An Annotated Bibliography

JULY 1988

NATIVE PROGRAMS DEPARTMENT
DISTANCE EDUCATION DEPARTMENT

Confederation College
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INTRODUCTION

The Native Learner and Distance Education: An Annotated Bibliography is one phase of a project undertaken by the Native Programmes Department of Confederation College, Thunder Bay, Ontario during the winter of 1988. The project entitled "Native Priorities for Distance Education" had as its main objective the participation of Native peoples in the planning and implementation of distance education for Native communities in Northwestern Ontario.

The bibliography was developed to expand the base of knowledge for those involved in, or interested in, Native Distance Education. It is hoped that it will provide an up-to-date information resource for those working in programme development. The bibliographic information is divided into four major categories:

1. Community Involvement/Self-Determination
2. Learning Styles/Teaching Strategies
3. Distance Education/Use of Technology
4. Existing Programmes

In the process of researching the references for the bibliography, the usual sources for a literature search were consulted and found to be greatly lacking in the information desired.

A letter (Appendix I) was mailed to over 150 educators and institutions who provide programmes, services and do research in the field of Native education. Responses to our request were few.

The most productive sources of information proved to be well known publications and personal contact with organizations and people working directly in the field.

This bibliography does not exhaust the research or programmes being developed in this area, but searching out the information can be both a difficult and time consuming task.

It is intended that the development of this bibliography will be on-going, and additional input to foster its growth would be welcome.

A summarized report of the workshop, which was the first stage of the project, is included in this bibliography. The workshop facilitated a meeting between Native leaders, elders and community resource people as well as government agency and education personnel. Discussions centred around directions for distance education and priorities and strategies for

implementing programmes. The recommendations that evolved over the three day period stemmed from the dissatisfaction with the lack of Native input into the education of Native peoples. This lack of input is seen as a main contributor to Native students' lack of success at various levels of their education. Workshop participants stressed a need for Native people to have a strong leadership role in the development and implementation of educational programmes for their own people. The main impetus for new programmes must come from the local level so that programming will meet the priorities and needs of the community. Educational institutions should be prepared to provide technical assistance in curriculum and to supply required expertise when requested.

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COMMUNITY INVOLVEMENT/SELF-DETERMINATION

Anigawncigig Institute for Native Training, Research and Development. Nishnawbe-Aski Nation Task Force on Management Training. Technical Report. Peterborough: Anigawncigig Institute, 267 Stewart St. K9J 3M8

Information on management training needs was collected by review of past reports, informal consultation, community visits, and observations and information collected by the task force members. The final technical report is divided into four sections:
1. training needs and curriculum 2. delivery agencies 3. location, duration and scheduling of training 4. funding.

The study identified significant differences in training needs from band to band. To accommodate these differing needs it was recommended that training be organized in three stages and bands and tribal councils decide on the stage of training required in their communities.

Assembly of First Nations. Review of Indian Education Ottawa: First Nations, 47 Clarence St., 3rd Floor, Ottawa, Ontario K1N 9K1

The National Review of Indian Education is a four-year research project being conducted by the Education Secretariat of the Assembly of First Nations. There are four main areas of research:
1. Jurisdiction over Indian Education
2. Management of Indian controlled school systems

3. Quality education programs, curriculum, teachers, etc.
4. Funding of Indian Education

The research review is to produce fifteen printed documents which will include a revision of Indian Control of Indian Education (1972), Policy Development Report and Guide, Report of Education Models, Secondary Research Technical Report and Annotated Bibliography, Community Survey Report and Education and Canadian Law Report.

Barman, J., Herbert, Y., and McCaskill D. Indian Education in Canada Volume 2: The Challenge. Vancouver: University of British Columbia Press, 1987.

This book contains twelve chapters, each an original essay contributed by various authors actively involved in Indian control of Indian education. Discussions vary from the role of the elders and the community members to the legal obstacles facing Indian control. The book "focuses on the wide-ranging changes which have occurred over the past decade and a half".

Butterfield, R. A. The Development and Use of Culturally Appropriate Curriculum for American Indian Students. Peabody Journal of Education, 49-66. Fall 1983, 61(1), 49-66.

"One of the cardinal principles of education is to base instruction on an assessment of where the student is developmentally. Yet,

Indian students are expected to learn about something with which they have little or no experience" (author).

This paper clearly outlines the responsibilities of the Native community in curriculum development by setting out a concise step-by-step approach to the process. The educational community can become involved by integrating Native material into the core curriculum, by providing feedback, and by incorporating the most effective techniques for teaching Native students.

Confederation College. Native Priorities in Distance Education: Workshop Report. Thunder Bay: Native Programmes Department, 1988.

In May of 1988 Confederation College, supported by funding through Contact North, hosted a gathering that brought together Native leaders, elders, and community resource people, to dialogue with education personnel concerning the development of distance education on reserves in Northwestern Ontario. The resulting report contains discussions and recommendations arising from this three day workshop.

Couture, J. E. Traditional Native Thinking, Feeling, and Learning. Some Thoughts on the Relationship Between Native Values and the Practice of Native Education. Multicultural Education Journal, November 1985, 3(2), 4-16.

"The purpose of this paper is to explore some of the basic cultural differences that seem to distinguish Native from EuroCanadian culture and to comment on their implications for Native educational policy".

The author's approach is to look first at the historical-philosophical characteristics describing traditional values, and secondly, the psychological descriptions of traditional Native behaviours. A discussion on how Native learning conditions might be improved considering these characteristics follows.

Lakehead University, Faculty of Nursing. Workshop: A Dialogue with Native People's Entry Into Nursing Final Report Thunder Bay: July 1985.

This report is the result of a workshop sponsored by Lakehead University, to begin a dialogue with Native people concerning the entry of Native people into Nursing.

The objectives of the workshop were:

1. to define the difficulties encountered by Native People wishing to enter the nursing profession;
2. to define strategies to overcome these difficulties;
3. to define the educational needs of nurses working in Native communities;

4. to define alternatives for Lakehead University to consider in future planning for Native people's entry into the nursing program.

As a result of recommendations arising from this workshop, the Native Nurses Entry Program was started at Lakehead University. The course is a nine month preparation program designed to provide necessary skills and academic preparation for entry into the four year degree nursing program.

Ministry of Education Saskatchewan. A Five Year Action Plan for Native Curriculum Development. The Report of the Native Curriculum Review Committee. Regina, Saskatchewan, 1984.

The Native curriculum review committee was established in 1982 with a mandate which included recommending principles for curriculum development as they apply to Native students, and facilitate the development of curriculum materials. The report of this committee provides an indepth view of the process of incorporating Native perspectives into the curriculum and provides an action plan for implementation.

Native Education in Alberta Schools. Alberta Department of Education, Edmonton, October 1985.

This document outlines the Alberta government's proposed policy statement on Native Education and presents Native peoples' views on the education of Native students. The statement outlines ways in

which educational needs and personal aspirations of Native students can be met. It discusses available opportunities for Native people to shape the education of their children.

Paquette, J. Aboriginal Self-Government and Education in Canada, Queen's University Kingston: Institute of Intergovernmental Relations, 1986.

"This paper integrates a comprehensive review of the status quo in Canadian aboriginal education policy with extensive analysis of critical issues in that educational arena.

It does so in light of the current constitutional reform process in regard to aboriginal rights, and by the relevant literatures in curriculum, educational administration and finance. Considerations of governance arrangements, finance, educational program policy, environmental factors, and the political economy of contemporary Canadian aboriginal education lead to a review of available policy options. These options are measured against the criteria of perceived legitimacy, feasibility and political supportability. The paper seeks to provide a comprehensive policy analysis framework against which to evaluate steps aimed at improving both the quality of aboriginal education in Canada, and the degree of control exercised by aboriginal people over their children's education". (author)

Red Horse, J. Partnership in Education: A Tribal Educational Component. Journal of American Indian Education, May 1984, 23(3), 11-18.

This article discusses the development of a community social service worker program on a Navajo reservation. The program was jointly planned by the School of Social Work, Arizona State University, and the Navajo Division of Social Welfare. Three pertinent areas of the program's development are considered. Field test data was examined to assess the enrollment potential and an educational model was developed to meet the needs of the students. Processes that must take place to accommodate the new program, both on the reservation and within the structure of the University are discussed.

Richardson, D. T., and Richardson, Z. A. C. Changes and Parental Involvement in Indian Education. Canadian Journal of Native Education, Spring 1983, 10(3), 21-25.

The authors assert that many Native children are not motivated by the mainstream curriculum because the content has no cultural relevancy. It is thought that a different approach and methodology, which can be accomplished through native control, is required. The paper discusses the issue of parental control through involvement at the local level.

Richmond, G. D. A Survey To Determine The Need and Practicality of Developing Journeymen/Women in the Isolated Northern Communities Through the Apprenticeship Program. Final Report to the Webequie Indian Band, Webequie Ontario, 1986.

This study examines the need for fully trained and licensed workers in remote communities in Northern Ontario and recommends processes to help people acquire these needed skills. The required apprenticeship training consists of working on the job with licensed journeymen, with periods of classroom training. The researcher visited five communities and consulted with band councils, band managers, employers and agencies regarding the need for journeymen/women to install, maintain or repair facilities and equipment.

Riffel, J. A., Sealey, D. B. Employment, Economic Development and Education: Lake Manitoba Indian Reserve Lake Manitoba Education Authority, Vogar Manitoba.

An evaluation of a community school system concerning the quality of education and work-related preparation showed attendance was poor, students were not evaluated regularly, no vocational courses were offered and high school enrollment was low. Families interviewed voiced dissatisfaction with the school. The need for direct community involvement in education, work related programs and the use of educational technology were stressed.

Rudnick Research Associates. A Study of Training Needs of Indian Bands in Ontario and the Potential for Indian Specific Training Programs. August 31, 1984

The purpose of this study was to provide background information on band training needs from a broad and long term perspective. Some of the specific objectives included the identification of training programs at the band level to determine the scope of local needs, the identification of an appropriate structure for an Ontario Indian Training College, the identification of possible processes through which to obtain such a college by examination of the legislative base, the funding sources, and the possible options to such a college.

The study was commissioned by the Chiefs of Ontario with funding from The Department of Indian and Northern Development, Indian Management Development Program.

Treftlin, G. E. Adult Education on Indian Reserves in the Fort Frances District. Ph. D. Thesis University of Toronto, 1986.

The research for this study was conducted with 10 bands in the Fort Frances District of Northwestern Ontario. The study concludes that the effectiveness, efficiency and appropriateness of training offered to Native people within the district is questionable. The training does not appear to meet the full range of skills required for a community to become self-reliant. The author develops the design of a strategy for community based training that would shift the focus of control away from government and institutions to the community itself.

Winchell, D. G., Stafforn, S., and Porter, R. N. Indian Self-Determination and the Community College, Journal of American Indian Education, May 1980, 19(3), 17-23.

The potential of community colleges to work in partnership with tribal governments to meet the educational needs of Native communities in the United States is identified. Support services, flexible curricula, and locations of community colleges puts them at an advantage for meeting the vocational and management training needs of Native communities.

Whyte, K. The Development of Curricula/Programs for Indian and Metis People. Canadian Journal of Native Education, Winter 1982, 9(2), 21-29.

The author outlines the problems of transferring the socio-cultural reality of Canada into educational policies, curricula and education practices. Efforts have been made to address the concerns of cultural minorities and to resolve particular educational problems. This article briefly outlines major efforts made over the last ten years, in reference to Indian and Metis people.

Wyatt, J. D. Self-Determination Through Education: A Canadian Indian Example. Phi Delta Kappan, 1977, 405-408, 423.

This article reviews the process by which Mt. Currie, British Columbia assumed responsibility of education for their community. A locally elected all-Indian school board has administered the Mt. Currie Community School since 1973 and in 1976 a Native teacher education program was set up on the reserve. The university programming, out of Simon Frazer University, has been a shared responsibility of the local board and university personnel.

LEARNING STYLES/TEACHING STRATEGIES

Brant, C. Native Ethics and Principals. University of Western Ontario, London, Ontario.

Dr. Brant presents an analysis of some frequently occurring behaviours in Native people. He believes these behaviours are based on universal Native ethics and principles, with some local variations. They include: the Ethic of Non-Interference, Anger Must Not Be Shown Principle, the Indian Concept of Time, the Indian Concept of Sharing, the Attitude of Gratitude, Protocol, Teaching: Shaping vs. Modelling, the Conservation/Withdrawal of Reaction and the Dependence-Independence Ethic.

Brooks, C. Kina Waabge: The Circle of Learning, Learning Styles in Native Adult Education Programs. 1987. Nokee Kwee Occupational Skills Development Program, 340 Saskatoon St., London, Ontario, N5R 4R3.

The learning styles assessments presented in this manual are based on an analysis of vocal and interactive patterns developed by Dr. Sandra Seagal. Three learning styles, 1. physically-centred learning 2. emotionally-centred learning 3. mentally-centred learning, are described and discussed. The manual proposes a way of observing different styles and presents strategies for instructors to use with students. Selected Bibliography.

Brooks, I. R. Teaching Native Children: Lessons from Cognitive Psychology. The Journal of Educational Thought, 1978, 12(1), 56-67.

Native children do not achieve well in Western Schools, in spite of recent developments in the area of Native education. A review of the psychological literature suggests that Native children are stronger in spatial abilities than in verbal, and may even have a different "style" of problem-solving. Specific findings are examined and implications for the classroom teacher are discussed.

Carney, R. The Road to Heart Lake Native People: Adult Learners and the Future. Canadian Journal of Native Education, 1982, 9(3), Spring, 1-13.

Using examples such as the Elliot Lake Indian Relocation, the author identifies factors contributing to the failure of Native adult education programs.

Characteristics of programs seen to be most successful are those, 1. established and controlled at the local community level
2. programs seen as a long-term venture
3. programs located in the Native community that take on community identity 4. programs seen as being part of other community activities and programs 5. programs having Native people playing dominant managerial roles 6. programs seen as a means of individual self-fulfillment, not as simply a means to employment.

Cattey, M. Cultural Differences in Processing Information. Journal of American Indian Education, October 1980, 20(1), 23-29.

This study suggests that there may be culturally specific ways of processing information. Differences in the functioning between right and left cerebral hemispheres are discussed. Processing through different hemispheres in the brain may be a result of how one perceives the world in which one lives. Comparisons are made between Native American Indians, the Chinese and the Anglo American culture.

Chrisjohn, R. D., and Peters, M. The Right-Brained Indian: Fact or Fiction? Journal of American Indian Education. 1986, 25(2), 1-7.

In a number of recent articles, the argument that Native North American Indians are right-brained has been put forth. The authors of this article site research that does not support the conclusion that Natives differ in brain organization. The authors' think that many of the "right brain" theory advocates have relied on second hand interpretations, rather than on actual research findings. The "right brain" interpretation is seen as a quick fix method that fails to consider other aspects of the curriculum and education system.

Davie, L. Educational Needs and Learning Conditions of Adult Learners. Commission on Declining School Enrollment in Ontario Schools, 1978. Publications Centre, Ministry of Government Services, 880 Bay St., 5th Floor, Queen's Park, Toronto, M7A 1N8.

The populations studied included older adults, women, Native Canadians, immigrants and handicapped adults. Each population is summarized separately and recommendations are given. Indications are that participants in adult education programs enjoy more job training, a higher occupational prestige and are active in more community organizations.

Diessner, R., and Walker, J. L. A Cognitive Pattern of the Yakima Indian Students. Journal of American Indian Education, January 1986, 25(2), 39-43.

The cultures of North American Native peoples differ in many ways, but some researchers have found reason to speculate that there may be common factors in cognitive style across the population. Using Bannatyne's recategorization of the Wechser's Intelligence Scale for Children, it has been suggested that there may be a typical cognitive pattern. Statistically significant patterns were found in spatial ability, sequential ability, verbal conceptual ability and acquired knowledge. This particular study of 75 Yakima Indian students supports this hypothesis.

Emerson, L. W. Tradition, Change and Survival: Cognitive Learning Process, Culture and Education. Canadian Journal of Native Education, 1987, 14(3), 37-59.

"By relating the theory of Feurstein's work to general educational issues faced by Native educators, this paper provides some suggestions for dealing with some of the present-day problems. By studying learning, and incorporating new methods of cognitive instruction into school programs, we may stimulate renewed interest in the process of learning on the part of the students...". (author)

Goulet, J.G., and Spronk, B. Partnership with Aboriginal Peoples: Some Implications For Distance Education. Proceeding of 14th International Congress on Distance Education, Oslo, Norway. September 1987.

"Assimilationist and interactional frameworks for providing education for aboriginal peoples are defined. Two major implications for distance educators of working within an interactional framework are then discussed: designing materials for interdependent rather than independent learners, and re-generating course content to reflect both aboriginal and "mainstream" assumptions". (authors)

Kaulback, B. Styles of Learning Among Native Children: A Review of the Research. Canadian Journal of Native Education, 1984, 11(3), 27-37.

Kaulback reviews the literature that examines the way in which Native and Inuit students differ from other populations in the ways that they learn and process information. Some research suggests that Native students' processing strengths are through the visual channel, while their weaker areas may be auditory reception and auditory association. The testing may not be as conclusive as the analysis indicates as the tests are done totally in English. It may be that the knowledge of English is weak rather than the ability to handle auditory information.

It is suggested that environmental and cultural demands may lead to development of certain perceptual skills.

The author provides suggestions for the development of modality-based programs which may enhance the teaching of Native and Inuit students.

Kleinfield, J. S. Effective Teachers of Indian and Eskimo Students. School Review, February 1975.

A practical study of what makes some teachers more effective with Native students than others. The study concludes that those teachers displaying "personal warmth and active demandingness" are most successful.

Koenig, D. M. Cognitive Styles of Indian Metis, Inuit and Non-Natives of Northern Canada and Alaska and Implications for Education. Ph. D.: Indian and Northern Education Program, 1981. University of Saskatchewan.

This study investigated differences in the cognitive styles of a sample of one hundred Indian, Metis, Inuit and non-Native Canadians and Alaskans.

Findings of the study concluded that Native groups chose to think in a relational style- subjective, holistic, oriented in social relationships and values, specific, field dependent, simple stated and related to experience.

A number of implications for educators are noted.

Lee, R. Classroom Strategies for Native Students. Canadian Journal of Native Education, 1982, 9(4), 25-27.

The point of view taken is that sound pedagogical practices when applied to all students will result in an environment condusive to learning. These practices include: accentuating student strengths while developing areas of student deficiency, selecting and emphasizing materials that are relevant to the student, and creating a non-threatening environment where students are able to contribute and participate.

Lesser, G. Cultural Differences in Learning and Thinking Styles. In S. Mesrick (Ed.), Individuality in Learning, San Francisco: Jossey-Bass, 1976.

The author makes the assertion that "people who share a common cultural background will also share, to a certain extent, common patterns of intellectual abilities, thinking styles, and interests". He discusses the existing evidence, its implication for education and the increasing controversy involved with research on cultural differences in learning and thinking styles.

Loflin, M. D. Discovering Cognitive Abilities of Native Children. Educational Research Quarterly, 1984, 8(4), 52-58.

The academic difficulties of Alaskian Native children may be due to the differences between school curricula and their linguistic and culturally-based cognitive skills. Data was derived from a linguistic approach which analyses actual speech to identify cognitive abilities.

Marashio, P. "Enlighten My Mind...". Examining the Learning Process Through Native Americans' Ways. Journal of American Indian Education, February 1982, 21(2), 2-10.

This is a examination of the traditional Native Americans' perspective towards teaching and learning. Within the

traditional society there was a variety of teachers, with a wide variety of instructional techniques to enable the student to understand most easily. There are suggestions of how these methods can be applied to contemporary education.

McCartin, R., and Schill, W. J. Three Modes of Instruction for Indian Elementary School Children. Journal of American Indian Education, October 1977, 17(1), 14-20.

Much of the literature contends that Indian students have a greater facility for learning when visual methods of instruction are used. This study was designed and conducted to test this assumption. The authors hypothesised that Native students who would receive instruction using visual communications would do significantly better than the students who received instruction in the same concepts orally, or through reading a text.

A criterion test was designed to measure the performance of the pupils on three concepts presented across three types of questions. The criterion tests were administered immediately after instruction was completed.

There were no significant differences across the groups therefore the hypothesis was not substantiated in this study.

Moore, A. J. "Native Indian Students and Their Learning Styles: Research Results and Classroom Applications". British Columbia Journal of Special Education, 1987, 11(1), 23-37.

A review of the research indicates differences in learning styles between Native and non-Native students. A uniquely Native learning style is not indicated from the research, but a process for using the research results in developing a more effective learning environment is suggested.

Morrow, M. A. Educational Achievement of Elementary School Students from Two Cultural Groups as Related to Reasoning Ability and Classroom Learning Environment. M. Ed. Educational Psychology, 1979. University of Saskatchewan.

Thirteen independent variables and the academic achievement of Indian and non-Indian students were assessed. The study suggests that Indian children use different cognitive strategies, are influenced strongly by learning environment and have different values and attitudes from those of the school. Further research is suggested for these areas.

Osborne, B. Research Into Native North Americans' Cognition: 1973-1982. Journal of American Indian Education, July 1985, 24(3), 9-25.

"Using Kleinfeld's (1973) review of the possible cognitive strengths of Inuits as a framework, this article reviews ten years of research into cognition (very broadly defined in order to include studies of visual and social perception, cognitive style, concrete/formal operational ability, language abilities and cognitive strengths) among Native North Americans. Twenty-eight studies are reviewed and the most promising areas for future research are identified". (author)

Pepper, F. C., and Steven, H. L. Social and Cultural Effects on Indian Learning Style: Classroom Implications. Canadian Journal of Native Education, 1986, 13(1), 54-61.

In this article the author suggests that a holistic approach to the individual within a socio-cultural context may be useful in providing a more complete perspective on learning and learning styles. Using the individual holistic approach of Alfred Adler, Native behaviour and learning styles are examined and the implications for classroom practice are discussed.

Ross, A. C. Brain Hemisphere Functions and the Native American. Journal of American Indian Education, 1982, 21(2), 3-5.

Traditional Indian teaching, learning and thinking styles are used to illustrate the view point that Indians fit the right brain mode. The author bases his discussion on the work of Dr. Roger Sperry who isolated separate roles played by the left and right hemispheres of the brain.

Sakamoto, N. T. The Responsivity of Native and Non-Native Beginning Teachers to Training in Probing, University of Toronto, 1984, Ph. D. Thesis.

This study is concerned with implementing a complex teaching strategy to improve teacher-student verbal interaction. A group of skills called probing techniques were used as an effective way of maintaining student motivation and participation while communicating content. In the major study, 26 Native and non-Native teachers participated. All experimental teachers were able to increase student participation and attention. There was a significant increase in student responses. When the Native teachers taught Native children on a reserve setting, probing increases were considerably higher.

Tafoya, T. Coyote's Eyes: Native Cognitive Styles. Journal of American Indian Education, February 1982, 21(2), 21-33.

The European World View is compared to that of the Native North American. Fundamental differences in the structure of childrearing practices, teaching models, structure of society and language and the non-interference problem-solving approaches are a few of the comparisons cited.

Vallerand, R. J., and Menard, L. Increasing the School Attendance of Native Students: An Application of Cognitive Evaluation Theory. Journal of Native Studies, 4(2), 241-255.

This study assesses the effectiveness of an educational program in reducing the school drop-out rate of Native students. The underlying premise is to facilitate students' sense of self-determination, nurture their sense of self-respect and competence, and allow for mastery and application of school-based knowledge in non-threatening real life situations. This would lead to an increase in intrinsic motivation toward school that would increase school attendance. The program blended traditional curriculum with three special projects and was effective in motivating students to attend and remain in school until the end of the year. These results support cognitive evaluation theory and Native education programs which propose that nurturing students' feelings of self-determination and competence should reduce school drop-out behaviour.

Whyte, K. Strategies for Teaching Indian and Metis Students, Canadian Journal of Native Education, 1986, 13(3), 1-20.

Based on a review of the literature, a number of strategies are shown to be advantageous in teaching Metis and Indian students. The author organizes these strategies into four categories: 1. classroom organization 2. instruction/instructional resources 3. verbal activities 4. community relations. A well developed essay is presented on traditional values, learning styles and characteristics of the Native learner. Recommendations on how to incorporate these elements into the classroom are clearly presented.

DISTANCE EDUCATION AND THE USE OF TECHNOLOGY

Barker, B. D. The Effects of Learning by Satellite on Rural Schools. Paper presented at the Learning by Satellite Conference, April 12-14, 1987, Tulsa, Oklahoma. (ERIC Document Reproduction Service No. ED284693).

Televised classes permitting live teacher student interaction via satellite communication systems and regular telephone lines provide equity and increase quality of educational opportunity and provide access to subject matter not available in local communities. Four interactive instructional television satellite systems currently operate in the United States. Characteristics of the satellite systems are described and addresses for further information about the systems are provided.

Barnhardt, C. "Let Your Fingers Do the Talking". Computer Communication in an Alaskan Rural School. Washington, D.C.: National Institute of Education, 1984. (ERIC Document Reproduction Service No. ED241216).

Two schools in the Inupiaq village of Wainwright, Alaska took advantage of communications technology for teaching, administration, and staff training. Teachers altered the reliance of the schools on audio-conferencing for administrative and instructional uses. They began to use computers to communicate with supervisors in other locations, to teach, and to improve research. Using the computer and electronic networks, students exchanged information with other students at a distance, teachers exchange information with other teachers. Special education, staff training and software use were key issues in the move to computer communications.

Diessner, R., Rousculp, E. E., and Walker, J. L. English Fluency via Computers at Yakima Tribal School, Journal of American Indian Education, May 1984, 23(3).

A project using Apple IIe word processing stations and Apple Writer II was implemented with Native American students in grades 7-12 to increase English fluency. Results indicate success in utilizing computers and word processing to increase English fluency, as demonstrated in writing samples.

Hakes, J. A. Computer Storytelling Mathematics for Pueblo Indian Upper Elementary Level Students. Final Report, Washington D.C.: National Institute of Education, 1981. (ERIC Document Reproduction Service No. ED215888).

A computer-based curriculum unit "Pueblo Uses of Energy", was developed for use in mathematics and science for Pueblo elementary students. The unit uses a story-telling format, designed to complement the narrative traditions of Pueblo culture. The unit presents concepts in terms of the childrens' everyday experience. Positive changes in classroom atmosphere were reported. Children began to see these concepts as useful, and began to pose new problems they wanted to solve.

Heffron, K. Native Indian Children Interface with Computers. Canadian Journal of Native Education, 1984, 11(3), 15-26.

Computer assisted learning fits well with Native values because it allows the learner to make independent decisions, and to learn by watching and by trial and error rather than by direct verbal instruction.

Heffron sees computer assisted instruction actively involving the individual in the learning process, allowing the learners to proceed at their own pace, and immediately reinforcing learning.

Indian Affiliates Inc. Computer-Aided Instruction in Education Basics for Indian Students. Final Report, Orem, Utah: October - June 1983 (ERIC Document Reproduction Service No. ED247054).

This project was a comprehensive effort to create computer software for Native American students. The project was to adapt, develop and evaluate computer-assisted material in reading and mathematics. Reviews of the available research literature were used to identify specific problems Native students were having with English and Mathematics. A computer system, known as WICAT, incorporated this information and the curriculum is being used on four reservations in the Southwest.

Kesten, C., and Burgess, J. O. A System Evaluation of the University of Regina Television Project. Regina University, Faculty of Education, 1985. (ERIC Document Reproduction Service No. ED273245).

This paper provides a description of a project that transmitted live television broadcasts as part of its distance education to northern and rural communities. Included are descriptions of the program, delivery procedures and an evaluation of the system. The report on the evaluation discusses the support system, technical system, students, student/instructor interaction and general comments on instruction.

McCurry, M., and Kleinfeld, J. Developing English Language Software for Athabaskan Students. Journal of American Indian Education, May 1986, 25(3), 30-39.

While printed books may not be feasible to publish for small target populations, localized computer software can be cost effective. This article presents a model for the development of courseware to meet the needs of a unique student population. Results show the courseware to be time and cost effective, professional looking and effective in meeting the needs of the students. Students reading and language usage scores on standardized tests have exhibited a steady rise since the introduction of this software.

Owen, M. Distance Education: The Northern Educational Panacea. In Education, Research, Information Systems and the North. W. Peter Adams (Ed.) Association of Canadian Universities for Northern Studies, 1986.

This study indicates that many students are not benefiting from the current distance education programs being offered in northern communities. The author found that courses being offered in Alberta are mainly serving the needs of students who have had previous post-secondary education, rather than students who have never attended university. It is suggested that "home study" may be inappropriate for many northern students unless seminar-support (face-to-face) on teleconferencing provides more structure.

Paulet, R. Building Bridges: Northern Native Teacher Training Through Education at a Distance and Distance Education, 1988. Faculty of Education, Brandon University, Brandon, Manitoba.

The framework of this study is developed through five core issues in Native teacher education: a) community involvement b) incorporation of Native language and culture c) decentralization d) entrance requirements and paraprofessional training e) program quality. Each issue is explored in its relationship to the development of Native teacher training and the potential benefits of using education at a distance and distance education to enhance these programs.

Rosenburg, G. Distance Education in the Canadian North: Annotated Bibliography. Occasional Publication No. 12, 1985. (Available from Association of Canadian Universities for Northern Studies, 130 Albert Street, Suite 1915, Ottawa, K1P 5G4) $3.00.

An annotated bibliography on distance education in Northern Canada, this publication covers 120 publications from 1973-1983. The area surveyed includes north of 60 degrees, isolated northern parts of provinces, the Yukon and Northwest Territories.

Scollon, S. The Teacher-Student Role in Instructional Telecommunications. Paper presented at the Annual Meetings of the American Anthropological Association, Los Angeles, December 1981.

Teacher-student classroom relationships and behaviours at the University of Alaska's Fairbanks campus are compared with instruction by audioconference and computer conference, with attention to instruction of Native students. Instructor and student difficulties with audio and computer conferencing are noted. The advantages of the use of instructional telecommunications are briefly discussed. This mode of teaching requires the teacher be viewed not just as the source of knowledge but as a facilitator in the exchange of ideas and information.

Spronk, B., and Radtke, D. Problems and Possibilities: Canadian Native Women in Distance Education. In Toward New Horizons: International Perspectives on Women in Distance Education. Karlene Faith, Ed. London: Croom Helm, 1988 (in press)

Stiles, J. M. Communication and Information Technologies and the Education of Canada's Native Peoples. New Technologies in Canadian Education Paper 6. Toronto: T. V. Ontario, Box 200, Station Q, M4T 2T1.

This paper examines the ways in which Native peoples have used communications and information technologies in the northern regions of Canada. Descriptive accounts of the more successful projects and experiments are provided.

Important issues are raised on how the technologies are to be used and who is to control the information they transmit. The issue on how technology may subvert the distinct identity of native people is brought forward and local input and control is discussed.

Tamas, A. A. Need Identification and Proctor Selection for Distance Education on Isolated Reserves. M. Ed. Continuing Education, 1978. University of Saskatchewan.

An attempt was made to develop a distance education structure to meet the training needs of teacher aides on reserves. Teachers in the schools were identified as "proctors" but a problem in the transient nature of northern teachers was identified. The author suggests education committees as possible "proctors" because of their high motivation.

The study includes an overview of teacher education programs across Canada.

Taylor, J. C., et al. Student persistence in distance education: a cross-cultural multi-institutional perspective Distance Education 7, 1, 1986. (ERIC Document Reproduction Service No. EJ341579).

This paper describes a study which examines relationships between academic persistence and turn-around time, feedback interval and contacts between student and institution beyond assignment submissions.

Thomas, D. R., and Maguire, R. B. Computers and Education. in Information Processing 80, S. H. Lavington (ed.) New York: North Holland Publishing Co., 1980.

The development and implementation of a microcomputer-based distance education system, initiated by the Canadian Arctic Co-operative Federation Limited, is discussed. The program was part of the University of Regina's Inuit Management Program and was developed to give university level management training to Indian and Inuit peoples in the far north.

Athabasca University. The Special University Access Project: A Strategy to Remove Barriers to University-Level Education and Training for Northern Albertans, 1986.

This proposal to "remove barriers and increase access of Northern peoples to university-level training and education" was jointly developed by Athabasca University, representatives of northern communities and Indian and Metis organizations. The proposal outlines a five year project to be developed in nine phases, offering programmes, student services and courses developed to meet the needs of six clusters of remote northern communities. Programs offered are culturally sensitive to Native peoples.

The proposal gives detailed outlines of each phase of the programme's development, delivery strategies and evaluation. Bibliography.

Archibald, J. Completing a Vision: The Native Indian Teacher Education Program at the University of British Columbia. Canadian Journal of Native Education, 1986, 13(1), 33-46.

An Indian controlled program preparing Indian people to teach in both provincial and Native schools is documented. The organization, philosophy and achievements are discussed. Community based centres provide the first two years of this post-secondary program.

Barnett, D. C., and Dryer, A. J. Research Related to Native Peoples at the University of Saskatchewan, 1912-1983. University of Saskatchewan, 1983. (ERIC Document Reproduction Service No. ED241216).

This publication contains research abstracts of 62 thesis projects related to Canadian Native peoples. Each abstract contains a description of the study, research procedures and study findings. A wide range of subjects are covered, a number relating to the field of education.

Canadian Education Association. Recent Developments in Native Education. Toronto: Canadian Education Association, 1984.

This report is divided into four main sections: the federal government, the provincial governments, the school boards and the band operated schools. The sections look at how each body is dealing with Native education today, their priorities, challenges and plans. The report concludes that a number of factors are serving to increase the attendance and retention rates of Native students: the introduction of native curriculum and services, teachers becoming more sensitive to the traditional Native perspective, Native teachers providing positive adult role models, increased Native community involvement in education and the development of band operated schools.

Cook, D., and Schwagaer, W. Program Evaluation of Key North On-The-Job Office Automation Training for Native Women. Sudbury: Sociology Department, Laurentian University, 1985.

Key North is an employment preparation project, with its primary target group being single mothers of Native ancestry. Key North's mandate is to provide an opportunity for this target group to acquire employment skills in computer assisted positions.

Dialectic trial and error learning is utilized, audio-visual instruction is individualized, and staff are supervisors and resource people who also do counselling.

Falk, D. R., and Aitken, L. P. Promoting Retention Among American Indian College Students. Journal of American Indian Education, January 1984, 23(2), 24-31.

Factors promoting retention of American Indian college students were identified by interviewing 125 students and 11 college personnel. The results indicate that:
1) active support of family members,
2) developmental academic preparation,
3) overt institutional commitment,
4) more complete financial aid, and
5) "personal motivation" are the most important factors promoting retention.

Lee, L. E. Research: A Report of The Planning and Research Branch. Manitoba Department of Education. Winnipeg. Planning and Research Branch, June 1983 (ERIC Document Reproduction Service ED250133).

Trends in secondary and post-secondary school participation in the Frontier School Division and provincial schools were examined. Financial and institutional barriers were not identified as barriers to post-secondary education; social and cultural factors were seen as more of an influence. Participation and retention could be increased through additional counselling, use of distance education and satellite campuses, orientation programs and increased parental involvement.

Moore-Eyman, E. The Support Service Approach to University Education for Native Students in Alberta. Integrated Education, 1981, 19(3), 109-112.

Three universities in Alberta have programs developed to encourage Native people to continue into post-secondary education. These programs provide an intense support system that deals with academic and social needs of the students.

Price, J. A. Readings in Canadian Native Studies. Wicazo Sa Review, 1986, 2(2), 37-43. (ERIC Document Reproduction Service No. ED279458).

This paper summarizes sources of information for Canadian Native Studies. The first section lists University programs, newspapers and Native Studies journals. The second

section provides 127 references meeting five criteria, published in English since 1970, widely available in Canadian university libraries; comprehensive coverage for an introduction to Canadian Native studies; and good quality within a sub-field of Native studies.

Ramrattan, A., and Kach, N. Native Education in Alberta: A Bibliography. Canadian Journal of Native Education, 1985, 12(2), 55-68.

A listing of books, articles and reports on Native education published in Alberta between 1963-1985.

Read, E. J. Education Programs for Disadvantaged Adults. A Case Study-Project Morning Star. Canadian Journal of Native Education, 1983, 10(2), 19-28.

This study focuses on the purposes of Project Morning Star, a Native teacher education program. The general characteristics of disadvantaged adults are identified. The multidimensional approach used by Project Morning Star in the planning of its program to meet the needs of Native adult students is discussed. By considering the characteristics of the Native students in the program planning many former barriers to post-secondary education were removed.

Remote Learning Orientation Package. Indian and Inuit Affairs Program, Training and Advisory Services, Ottawa: 1979.

This package contains reports on the development and testing of the "Remote Learning" pilot project. The program was developed in consultation with Native groups to give access to training to Native people who cannot take advantage of conventional opportunities. The approach combined facilitator-type training sessions with individualized home study, recognizing the Native philosophy of self-help, community support and sharing.

A list of institutions providing remote learning is provided, but may be somewhat dated.

Stuhr, C. Fear and Guilt in Adult Education: A Personal Account of Investigations into Students Dropping Out: CHCC Research Service Publication, 1987. (ERIC Document Reproduction Service No. ED284693).

The research included a survey of head instructors and approximately 300 students at an Ontario community college, and students dropping out of adult education and post-secondary programs in Northern Alberta. It was concluded that there are many reasons why students drop out. Some of the reasons are particular to defined groups such as cultural problems encountered by Indian students working with non-Native teachers. Other reasons were related to institutional flaws and included poorly designed curriculum, inadequate pre-enrollment counselling and student selection, poor instruction and poor communication within the institution.

Appendix i

THE CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY
P.O. Box 398, Thunder Bay, Ontario (P7C 4W1)
Telephone (807) 475-6110

IN REPLY PLEASE QUOTE FILE NO. _____

88 03 04

Greetings:

A project to compile an up-to-date bibliography on Distance Education and the Native Learner is presently being undertaken by the Native Programs Department of Confederation College in Thunder Bay. This bibliography will include present and ongoing studies, research findings, unpublished theses and publications in the areas of:

- Distance Education and the Native Learner
- Native Learning Styles
- Strategies for Instruction of Natives
- Social Impact of Distance Learners Education on Native Communities
- Native Community Input and Involvement in the Development of Distance Education Projects
- Distance Education Delivery Modes for Native/Northern Communities

The information being compiled will be for the period 1978 to the present.

Your assistance in making our department aware of research that may be taking place within your institution and/or available literature that you are familiar with would be appreciated.

The bibliography will be available at cost, in hard copy and in electronic form on MSDOS compatible microcomputer format, through the Native Programs Department of Confederation College.

This project is being funded by the Contact North Distance Education Network, and the resulting bibliography is intended to serve as an information source that will provide direction on the cultural components to be considered when designing distance education programs for Native learners.

Sincerely

M. Stewart Heitland

Marlene Stewart Heitland
Native Programs

MSH/aq